1. **Title of the module**

CPLT8100 (CP810) – Comparative Literature in Theory and Practice

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Optional for MA Comparative Literature

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate familiarity with the theory and practice of Comparative Literature as an academic discipline;

8.2 Demonstrate knowledge of the cultural and historical contexts out of which various influential conceptions of Comparative Literature have emerged;

8.3 Examine the relation between Comparative Literature as a discipline and other approaches to the literary (including Translation Studies);

8.4 Appreciate the importance for Comparative Literature of reflections upon multiculturalism and globalisation;

8.5 Critically assess questions of literary movements, genres, topoi, and figures from a Comparative Literature perspective.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate refinement in communication skills and argumentation, through one extended piece of written coursework;

9.2 Demonstrate development in close reading and analytical skills with regard to both theoretical texts and literary works from a range of historical periods and genres;

9.3 Demonstrate independent research skills.

1. **A synopsis of the curriculum**

This module is designed to familiarise students with the history of Comparative Literature as an academic discipline, to develop their ability to analyse critically the major conceptions of Comparative Literature that have emerged over the twentieth and twenty-first centuries, and to enable them to apply theories of Comparative Literature in the analysis of literary movements, literary genres, literary topoi, and literary figures who recur at different moments in literary history.

Students will begin by studying a range of major conceptions of Comparative Literature, and will consider the implications for the discipline of Comparative Literature of theories of globalisation, multiculturalism, translation studies, and world literature. They will then proceed to analyse selected literary works within the framework of these conceptions of Comparative Literature. The module will therefore combine a theoretical with a practical literary-critical dimension, encouraging close reading and an appreciation of historical context in the analysis of theoretical and literary texts.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bassnett, S. (1993). *Comparative Literature: A Critical Introduction*, John Wiley and Sons

Damrosch, D. et al. (eds), (2009). *The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present*,

Hutchinson, Ben (2018). *Comparative Literature: A Very Short Introduction*, Oxford: Oxford University Press

Saussy, H. (ed.), (2006). *Comparative Literature in an Age of Globalization*, Baltimore: JHU Press

Spivak, G. (2003). *Death of a Discipline,* New York: Columbia University Press

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods

* Essay 1 (2,000 words) – 40%
* Essay 2 (3,000 words) – 60%

13.2 Reassessment methods

* 100% Coursework (5,000 words)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module highlights the importance of cross-cultural comparison and boosts awareness and understanding of different cultures and literary traditions across the world. The texts and ideas studied are also drawn from a diverse reading list offering different perspectives from a variety of cultures and historical periods.

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 14/01/2021 | Minor | 2021/22 | 10-11,13-14 | No |
|  |  |  |  |  |

|  |
| --- |
| Revised FSO Jan 2018 |